



Benefit for All: How Peer Mentoring Impacts Mentors

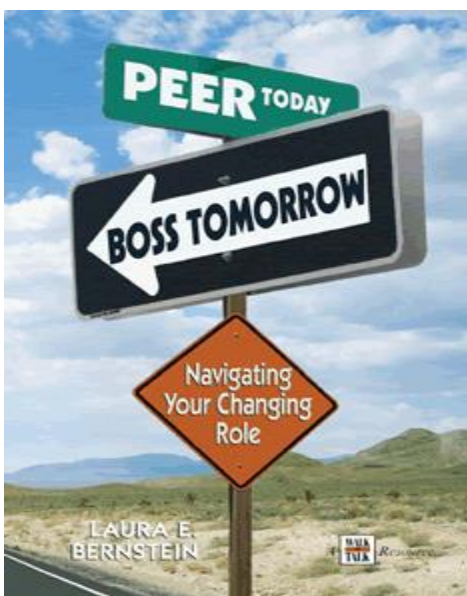
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Peer Mentoring Definition

“Students who have been selected and trained to offer educational services to their peers. These services are intentionally designed to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals. Students performing in [these] paraprofessional roles are usually compensated in some manner for their services and are supervised by qualified professionals.” (Ender & Newton, 2000, 2010).

WHY PEER MENTORING?

Campus involvement, or engagement, is important because it can lead to success, including retention and increased learning (Astin, 1993; Kuh, 2003)



Why this Matters at UB

- 1st generation students begin school with lower degree aspirations
- 1st generation students are less involved on campus than students whose parents went to college (Dennis, Phinney, & Chuateco, 2005;Lohfink & Paulsen, 2005; Pascarella, Pierson, Wolniak, & Terenzini, 2004; Pike & Kuh, 2005).
- 1st generation students gain more from their involvement than their continuing generation peers (Pascarella, Pierson, Wolniak, & Terenzini’s 2004; Lundberg, Schreiner, Hovaguimian, Slavin-Miller, 2007)
- Retention is a struggle
- Engagement with faculty and administrators may be particularly beneficial for first generation students as it provides an opportunity for socialization into the college network for students who are not necessarily receiving this type of socialization in their other networks (Lundberg, Schreiner, Hovaguimian, Slavin-Miller, 2007).
- Minority students with social ties on campus are more satisfied with college, and are more likely to stay (Fischer, 2007)
- Peer Mentoring can be a less intimidating way to do this

Focus Group Themes

Conflicting Demands:

“It is helpful because you have to learn to balance out your work with your duty days...”

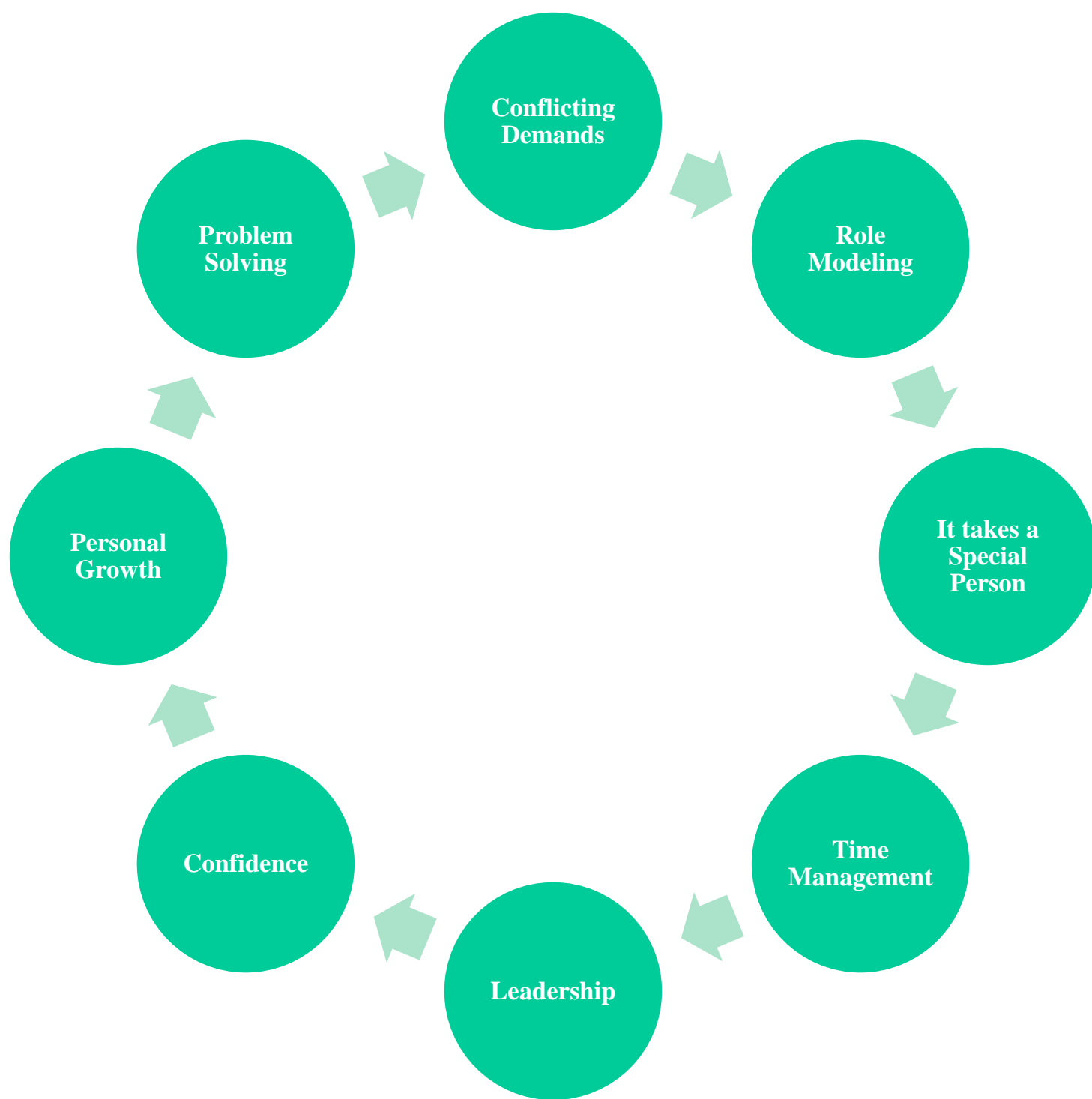
Role Modeling:

“because people are watching, you have to pay closer attention to your decisions and your actions.”

“this is a big transition...you have to be a good example, and make sure you make the right choices.”

It Takes a Special Person:

As a group they were sending a message that the position is a difficult one, despite the growth. They want other students and administrators to know that not everyone can handle the position



Role Description

Helping Role

Mediator, counselor, helper. They felt this was helped by age but realized it wasn’t true friendship

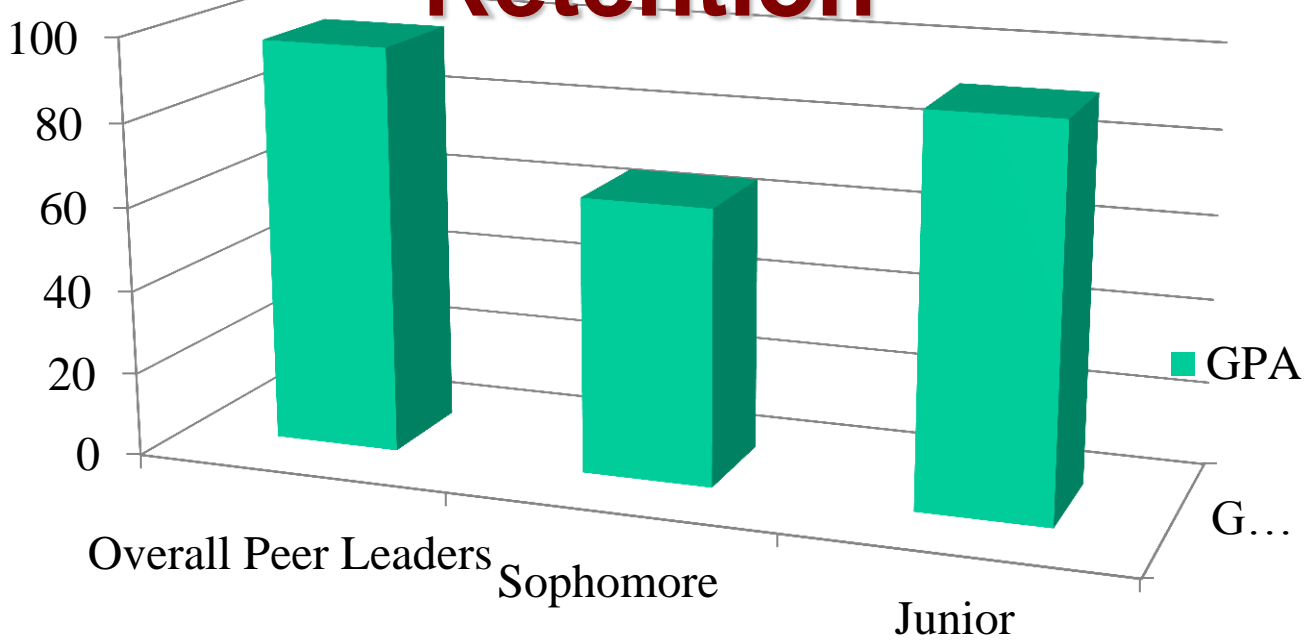
Enforcement of Rules:

most difficult part of position

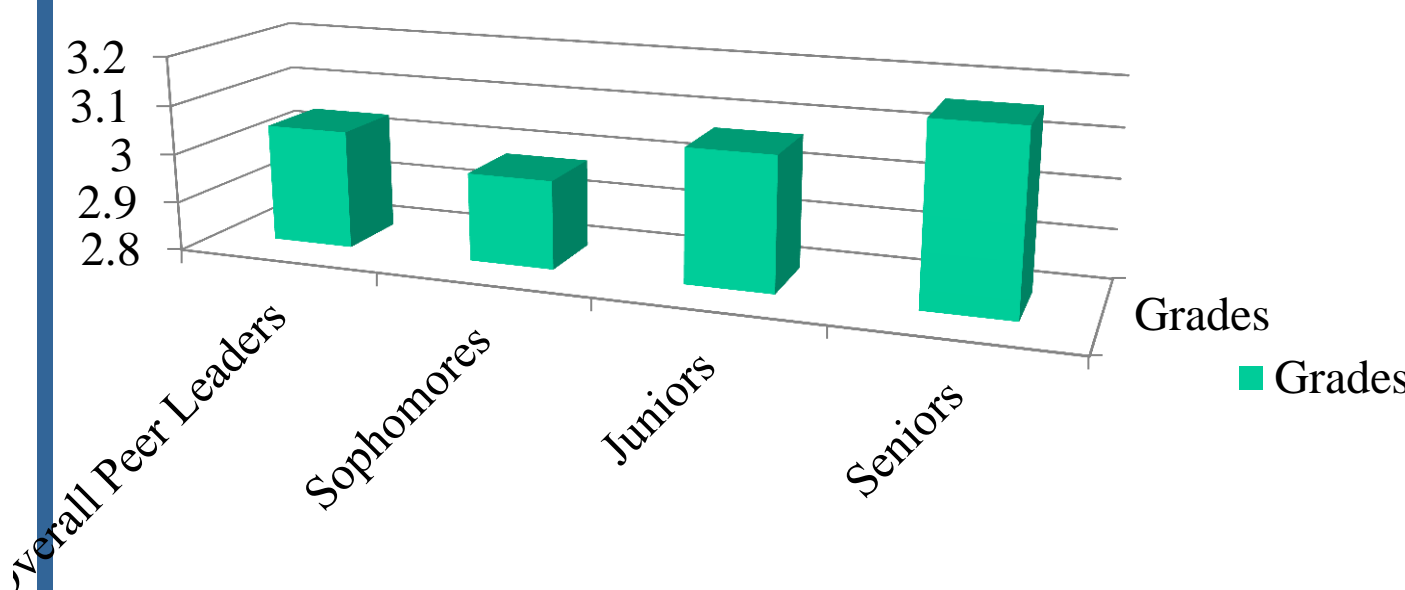
Helping students Engage in New Environment:

mechanically and as leaders

Retention



Grades



Overall Themes – Individual Interviews

Time Management – Every student talked about time management, with 8 saying it improved. “.....I learned how to channel that energy and basically turn it into positive....I feel that’s why today, if I’m not doing something, I feel like I’m wasting time

Role Modeling - “...in every one of my classes I’ve had one of my residents, whether it was past or current, I always thing they are going to look at me and think ‘hey that’s the RA, so I still have to play this RA role and hold up what an RA is supposed to be.”

Leadership increased roles on campus as well as personal confidence, personal growth and problem solving.

“...so it’s definitely taught me how to be a leader within a group of other leaders and not just feel like I have the best leadership skills but to be open to other ideas from other students...it’s definitely taught me to take a step back and observe as opposed to always be the one to make the decision for the group.”

Mixed Methodology

- Studied 36 undergraduate Resident Assistants at UB
- Focus Groups
- Individual Interviews
- Grades
- Retention Rates